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ABSTRACT

A sequence of selective/retention steps are described which are used to reduce the number of student teacher "wash outs" in the Wright State University (Ohio) school of education. (1) A 2.25 grade point average (out of 4.0 points) is required for admission to the school, and an entry level grammar/composition test, which identifies at the beginning of the sophomore year those students needing additional remediation, is given. Entry level sophomore students remain in the program for three quarters, with a mentor who serves as instructor, advisor, and observer. At the end of the first quarter, a mentoring conference provides feedback to the student regarding academic work, affective qualities, and professional attitude. A faculty member may request, at any time, a "concern conference" about a student on the basis of academic or professional concerns; a student who collects three unresolved concerns may be advised out of the program following appropriate due process procedures. A recheck on grade point average, appropriate test scores, and course prerequisites is conducted prior to student teaching. Rigorous application of minimal competency standards is maintained during the student teaching experience. Extension of time from 2 weeks to a full quarter is required of students who need additional time to attain standards. Accompanying appendices detail these procedures and the forms used in working with the students. (JD)

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UNDERGRADUATE SELECTION/RETENTION IN WRIGHT STATE UNIVERSITY'S COLLEGE OF EDUCATION AND HUMAN SERVICES

Ruth King, M.A. and Marlene Bireley, Ph.D.

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Although the declining enrollment in both our public schools and teacher training programs may encourage some to take a "warm body" approach to student selection, it is the opinion of the faculty of the College of Education and Human Services at Wright State University that continued vigilance in selecting students of high personal and academic calibre will be a positive force in maintaining the image of teaching as an attractive and viable profession. This philosophy has led us to develop a sequence of selective/retention steps which have aided in reducing the number of student teacher "wash-outs" in the program. (In 1980-81, thirteen of 293 students dropped student teaching without completion for a 4% drop rate.)

Briefly, component parts of the program include:

1. A 2.25 grade point average on a 4.0 system. At our university the College of Nursing requires a 2.5 while other colleges require a 2.0.

2. An entry level grammar/composition test which identifies at the beginning of the sophomore year those students needing additional remediation. Successful retaking of the test is a prerequisite for student teaching.

3. Mentoring in Phase I - Entry level, sophomore students remain for three quarters with a mentor who serves as instructor, advisor, and observor. At the end of the first quarter, a mentoring conference provides feedback to the student regarding academic work, affective qualities, and professional attitude. If appropriate, students may be advised out of education at this point.

SP 020 870

4. Concern Conferences - A faculty member may request at any time a "concern conference" about a student on the basis of academic or professional concerns. Remediation objectives are written during the conference. A student who collects three unresolved concerns may be selected out of the college following appropriate due process procedures.

5. Student Teaching - A recheck on GPA (2.25), appropriate test scores, and course prerequisites are checked prior to student teaching. Rigorous application of minimal competency standards is maintained during the student teaching experience. Extension of time from two weeks to a full quarter is required of students who need additional time to attain standards.

The accompanying appendices detail the above procedure and the forms used in teaching the students.

APPENDIX A

THE SELECTION-RETENTION PROCESS

DIVISION OF TEACHER EDUCATION

I. Admission to Phase I

Students applying for admission to Phase I must meet the minimum requirements of a 2.25 grade point average on all academic work and have 24 quarter hours and Psych 111 or equivalent course.

Students complete an "Application for Admission to Phase I" form available from the Student Services Office. Part one of this form must be completed and processed before a student can register for Phase I. The registration form must also be approved and stamped by an Education advisor.

II. Admission to Teacher Education

A. Phase I Orientation

Incoming Phase I students have a brief orientation prior to the Fall Quarter 5 day field experience. Attendance at this orientation is a requirement for registration in the Ed 211 (Introduction to Education), Ed 212 (Self As Teacher), Ed 216 (Teaching in a Pluralistic/Multicultural Society), and Ed 221 (Field Clinical I) cluster. Orientation during subsequent quarters takes place during the first class session at which attendance is mandatory.

All students take the Test of Everyday Writing Skills (TEWS)[1] and a Composition Skills Test (CST), during the Phase I orientation.

A score of 50 (out of a possible 60) must be achieved to pass the TEWS. Those students who do not pass the TEWS will have their CST essay evaluated by three readers. If the student also does not pass the CST, they are required to make arrangements for remediation of their writing skills at some time prior to Student Teaching. At the completion of remediation, students retake the TEWS. They must pass the TEWS in order to register for Student Teaching.

B. Mentor's Conference

During the last two weeks of the introductory cluster mentors hold a Mentor Conference with each Phase I student. The purpose of the conference is to recommend admission to the Teacher Education Program.

The Mentor Conference includes:

1. Discussion of the field experience, checklist, and teacher evaluation;
2. Discussion of the student's evaluation/reflection paper; (e.g. what was the most significant thing you did: What did you learn about yourself? What did you learn about schooling?);
3. Basic skills recommendation (where required):
4. Discussion of classwork;
5. Discussion of the student's educational goals, concentration, advising, etc.

At the conclusion of the conference, both mentor and student sign and date the bottom section of the Admission application.

A Concern Conference Form is filed for those students not recommended for admission to the Teacher Education Program at the time of the Mentor Conference. If the student chooses not to continue in Phase I, an exit notice should be filed as well.

C. A student admitted to Teacher Education receives a "Welcome Packet" including an Undergraduate Education Handbook, an Adviser Agreement Card, and a list of program requirements in the student's intended major.

III. Selective Retention

A. Criteria

In order to increase the likelihood of the student's success, the professional degree program requires that certain criteria be met at various stages which lead to recommendation for certification and graduation. These criteria reflect requisite academic standards and effective performance of professional responsibilities which include the ability to provide for student's safety; effectively communicate with students orally and in writing; provide a stable, supportive environment which will facilitate student growth; and manage the instructional program for individuals and for small and large groups.

B. Recording Faculty Concerns

Should any faculty member, adviser, or field person have a particular concern about the student's attitude or behavior which might inhibit their effectiveness in the chosen field, the concerned person initiates a "Concern Conference" to discuss these perceptions with the student. The emphasis of such a conference is to help resolve any problem which might hinder the student's success. A written record of the conference, including both the student's and the faculty member's understanding of the recommended resolutions will be forwarded to the Director of Student Services.

C. Selective Retention Panel

Ordinarily, concerns are raised, resolutions are arranged, and the matter is taken care of with no complications. Should a student accumulate three reports of unresolved concerns, however, he/she would be required to see the Director of Student Services for the College of Education and Human Services. Here the student would present the situation from his/her point of view, the following procedural steps would be explained, and a date for the meeting of the selective retention panel would be set.

Under these conditions, before the student would be permitted to register for subsequent courses, the student would be required to appear before the College's Selective Retention panel. This panel would be composed of two Education faculty members appointed by the Dean, one faculty member from the College of Education and Human Services chosen by the student, one faculty member from outside the College (selected by the Dean and with the student's approval), and the student's program head. Others present in a non-voting capacity would be the student, any person of his/her choice, the Director of Student Services, and any concerned faculty member.

NOTE: If the student brings legal counsel, then the other party must be represented by counsel.

In such a situation, the role of the panel would be either to resolve the previously unresolved concerns or to select the student out of the program. While the goal would be to help the student, the panel would have the right to recommend to the Dean that the student be denied further registration for courses in the College of Education and Human Services.

IV. Student Teaching

A. Upon reaching senior status the student's records are reviewed and the student is notified in writing what requirements remain to be completed.

B. When the student applies for Student Teaching, the Undergraduate Student Services staff runs a program check to determine if all student teaching requirements have been met, (including a 2.25 Cum and the requisite TEWS score). The staff works closely with the Office of Laboratory Experiences to provide them with the necessary data to evaluate student teaching applications.

V. Graduation/Certification

A. When the student applies for graduation at the Registrar's Office, the appropriate records are forwarded to the Undergraduate Student Services Office for a graduation check.

B. To apply for certification the student submits his request for certification to the Undergraduate Student Services Office for review. Students meeting certification requirements are approved by the Dean for certification.

[1]Test of Everyday Writing Skills. Available from California Test Bureau/McGraw-Hill. Del Monte Research Park, Monterey, California 93940. 1978

APPENDIX B

Undergraduate Concern Conference Record

Wright State University

College of Education
Undergraduate Student Services

Date of conference _____ Student _____

Initiator of conference _____ Telephone _____

Other faculty present _____ Address _____

I. Areas of Concern (Please circle appropriate areas and provide explanations/descriptions of behavior)

A. Language Skills
1. oral expression
2. written expression
3. reading skills
4. other

B. Professional Relationships
1. student-faculty
2. student-peer
3. student-pupil/client
4. student-field personnel
5. other

C. Professional Responsibilities/ Ethics
1. meeting obligations
2. student advocacy
3. other

C. Professional Competency
1. knowledge
2. skills
3. clinical experience
4. other

Explanation/Description: _____

II. Planning and Progress Chart (Please complete the first two columns, retain the white copy; forward the blue copy to the Office of Undergraduate Student Services, 321 Millett Hall; give the yellow copy to the student.)

Objectives (including quarter in which each objective is to be met if applicable)	Faculty/Student/ Adviser signatures	Objective met
1. _____	1. _____ (f)	1. _____
_____	_____ (s)	
_____	_____ (a)	
2. _____	2. _____	2. _____
_____	_____	
_____	_____	
3. _____	3. _____	3. _____
_____	_____	
_____	_____	

III. College Policies

A. This record is confidential to the faculty and staff associated with the College of Education and is distributed as follows:
white copy—faculty member initiating conference
blue copy—student file in Student Services Office
yellow copy—student

B. The director of student services attends conferences upon request.

C. Continued concerns or failure to meet objectives may result in:
1. Conference with the director of student services
2. Course enrollment restrictions/exclusion
3. Participation restriction/exclusion
4. Recommendation for dismissal

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Concern Conference Record Processing Instructions

1. Upon receipt of the record, the student's adviser signs the chart to indicate receipt in the office.

2. After the record is signed, it is placed in the student's file. (The secretary keeps a list of advisees with records on file.)

3. The initiating faculty member is responsible for indicating by a "√" that an objective has been met *and* forwarding his/her copy of the record to the Office of Undergraduate Student Services, once *all objectives generated at a conference are met*.

4. The faculty copy of the record is then placed in the student's file.

5. Two weeks prior to the end of each quarter the Office of Undergraduate Student Services will notify faculty of students who have not met that quarter's objectives.

6. One week after the end of each quarter, the secretary will provide the director with:

   a. the names of students who have had three separate records filed by three different faculty members, and

   b. the names of students who have not met the quarter's objectives.

   These students will be asked to schedule a conference with the director.

APPENDIX C

APPLICATION FOR ADMISSION TO PHASE I Phase I Begins _____ Qtr/Year

STUDENT: Complete Part I Only.

PART I: STUDENT ADMISSION DATA

_____ _____
Name (Last/First) Social Security Number

_____
Permanent Address City State Zip

_____
Current Address City State Zip

( ) _____ _____ Male _____ Female _____
Phone Date of Birth

Major: Elem _____ Concentration_____; Second _____ Major_____;
K-12 _____ Major _____; Undecided _____

****

PART II: TEACHER EDUCATION PREREQUISITES

PSY 111 or Equiv. _____ Cumulative Average _____ Approved _____
ENG 111 _____
ENG 112 _____ Qtr. Hrs. Completed _____ Not Approved _____

_____
Adviser's Signature

****

PART III: BASIC SKILLS

TEWS: SCORE _____ S U Writing Sample S U TEWS Retake_____ S U

Remediation: Grammar & Mechanics _____ Thematic Development _____ Style_____

****

PART IV: FIELD/CLINICAL DOCUMENTATION

_____ ED 221 (40 hours) _____Urban _____Suburb/Rural Checklist Approved _____

_____ ED 222 (40 hours) _____Urban _____Suburb/Rural Checklist Approved _____

_____ ED 223 (40 hours) _____Urban _____Suburb/Rural Checklist Approved _____

****

Recommended for admission to Teacher Education Program Yes _____ No_____

Alternate recommendation_____

Dropped Phase I _____ REASON_____
Date

Conference Date _____ _____ _____
Mentor's Signature Student's Signature

Wright State University

College of Education
Dayton, Ohio 45435

Student Teacher Evaluation

Quarter and year

Student | Social Security number | Grade or subject

School and district | Cooperating teacher | University supervisor

School situation:

Type of community—inner city, suburban, rural, etc. _____
Description of class—typical, atypical, size, etc. _____
Organization of staff—teams, departmentalized, open, etc. _____
Other significant influences _____

* *

This form and the following key are to be used jointly by the university supervisor, the cooperating teacher and the student teacher.

Frequency—based on demonstration of the teacher behavior when applicable in a given setting.

1 Not demonstrated
2 Occasionally
3 Frequently
NA Not applicable

Quality

1 Needs attention—student teacher exhibits need for growth and development.
2 Competent—student teacher exhibits effective performance.
3 Outstanding—student teacher exhibits exceptional performance.

1. The student teacher will be able to demonstrate self-evaluation skills.

Frequency	Quality	
1 2 3 NA	1 2 3	A. Developed a written set of goals for self-evaluation.
1 2 3 NA	1 2 3	B. Collected data regarding performance in the areas of verbal and non-verbal interaction.
1 2 3 NA	1 2 3	C. Utilized data from student feedback to modify teaching performance.
1 2 3 NA	1 2 3	D. Utilized various media tools in the process of self evaluation.
	1 2 3	1. Evaluated a videotape of his/her teaching performance.
	1 2 3	2. Evaluated an audio tape of his/her teaching performance.
1 2 3 NA	1 2 3	3. Other _____

2. The student teacher will be able to generate and define long- and short-term goals and objectives in the cognitive, affective, and psychomotor domains.

Frequency	Quality	
1 2 3 NA	1 2 3	A. Demonstrated proficiency in writing goals and objectives in unit planning and daily lesson plans.
1 2 3 NA	1 2 3	B. Related goals and objectives to learning and motivational theories.
1 2 3 NA	1 2 3	C. Included a variety of levels of questioning, student activities, and evaluation techniques when writing goals and objectives.
1 2 3 NA	1 2 3	D. Generated long- and short-term goals and objectives appropriate to the instructional setting. (Familiar with local school curriculum guides; knowledgeable of content to be taught.)
1 2 3 NA	1 2 3	E. Involved students in goal setting and objectives.

3. The student teacher will be able to effectively use a variety of instructional strategies in the content areas for groups and individuals.

Frequency	Quality	
1 2 3	1 2 3	A. Selected, evaluated, and/or designed alternative instructional strategies.

_____large group
_____small group
_____individualism
_____contracts
_____simulation
_____field study
_____lecture
_____discussion
_____questioning
_____resource persons
_____inquiry learning
_____independent study
_____games
_____learning packets
_____role playing
_____brainstorming
_____learning stations
_____interest centers
_____acceptance of student feelings
_____praise and encouragement
_____utilization or clarification of student ideas
_____other

Frequency	Quality	
1 2 3	1 2 3	B. Selected, evaluated, and utilized existing instructional media.
1 2 3	1 2 3	C. Designed, produced, and utilized instructional media.
1 2 3	1 2 3	D. Secured student participation in various instructional strategies.

_____audio tapes
_____records
_____films
_____filmstrips
_____overhead projector
_____opaque projector
_____posters
_____flannelboards
_____pictures
_____models
_____artifacts
_____art objects
_____handouts
_____charts
_____bulletin boards
_____exhibits
_____videotape
_____programmed materials
_____TV
_____radio
_____books
_____multitext
_____newspaper
_____slides
_____other

4. The student teacher will be able to select and implement classroom managerial techniques for groups and individuals.

Frequency	Quality	
1 2 3	1 2 3	A. Identified and utilized various physical factors which relate to classroom management.
1 2 3	1 2 3	B. Identified and utilized psychological factors which relate to classroom management.
1 2 3	1 2 3	C. Utilized alternative methods of discipline.
1 2 3	1 2 3	D. Identified type of control problem.
1 2 3	1 2 3	E. Analyzed antecedents and consequences of control problem.
1 2 3	1 2 3	F. Used the most positive strategy to achieve desired outcome.
1 2 3	1 2 3	G. Involved students in solution to control problem.
1 2 3	1 2 3	H. Maintained self-control in reacting to disruptive behavior.
1 2 3	1 2 3	I. Demonstrated ability to maintain total classroom control during simultaneous group activities.
1 2 3	1 2 3	J. Utilized class time efficiently (pacing).
1 2 3	1 2 3	K. Maintained effective control in moving from one learning activity to another (periods of transition).

5. The student teacher will be able to utilize observation and evaluation procedures in assessing student behavior during the instructional process.

Frequency	Quality	
1 2 3	1 2 3	A. Identified specific behaviors utilizing various observational procedures.
1 2 3	1 2 3	B. Designed, implemented, and evaluated a student behavior change process.

6. The student teacher will be able to evaluate the total instructional process.

Frequency	Quality	
1 2 3	1 2 3	A. Used standardized tests with individual students and groups of students.
1 2 3	1 2 3	B. Used teacher-made tests with individual students and groups of students.
1 2 3	1 2 3	C. Used pre- and post-testing for the purpose of prescriptive teaching with individual students and groups of students.
1 2 3	1 2 3	D. Used a variety of informal evaluation procedures (anecdotal records, conferences, projects, verbal responses, and observations, etc.)
1 2 3	1 2 3	E. Worked cooperatively with the supervising teacher in conferring with parents of student.

7. The student teacher will be able to use specific techniques with exceptional students.

Frequency	Quality	
1 2 3	1 2 3	A. Demonstrated proficiency in using the diagnostic-prescriptive teaching process with a mainstreamed student or a student exhibiting special learning needs.
1 2 3	1 2 3	B. Demonstrated ability to function effectively as a member of the professional team responsible for the education of mainstreamed students or a student exhibiting special needs.
1 2 3	1 2 3	C. Demonstrated skill in conferring with the parents of a mainstreamed student or a student exhibiting special learning needs.

8. The student teacher will be able to integrate cultural variation into the instructional process.

Frequency	Quality	
1 2 3	1 2 3	A. Demonstrated cognizance of various cultural values, traditions, and speech/language patterns.
1 2 3	1 2 3	B. Provided opportunities which allow students to experience and respond to cultural variation.
1 2 3	1 2 3	C. Used multicultural resources.

Check either "clearly evident" or "needs attention" for each characteristic. You may choose to check "see comment" for any of the characteristics.

Personal Characteristics

The student demonstrates:	Clearly evident	Needs attention	See comments
1. Positive attitude			
2. Sensitivity to others			
3. Willingness to develop and implement new ideas			
4. Self-confidence			
5. Sense of humor			
6. Positive reaction to feedback			
7. Flexibility in adapting to unforeseen situations			
8. Acceptance of responsibility			
9. Ability to take initiative			
10. Enthusiasm			
11. Fairness in working with students			
12. Friendliness			
13. Tact			
14. Appropriate appearance and neatness in dress			
15. Acceptable personal hygiene and grooming			
16. Healthy physical condition and stamina			
17. Emotional stability			

Comments:

Professional Characteristics

The Student:

	Clearly evident	Competent	Needs attention	See comments
1. Demonstrates positive attitude toward teaching profession.				
2. Assumes teacher role in relationship to students.				
3. Develops and maintains a working relationship with other professionals and paraprofessionals.				
4. Demonstrates continuous professional growth and development.				
5. Provides for total range of student ability.				
6. Gives sequential, understandable, clearly stated, directions.				
7. Presents material in an original, creative manner.				
8. Interacts with students using positive, humanistic skills.				
9. Personal concerns are dealt with appropriately in the professional setting.				
10. Demonstrates consistency in punctuality and attendance.				

Comments:

Communication Skills

1. Effective written communication

Quality	
1 2 3	A. Grammatical construction
1 2 3	B. Spelling
1 2 3	C. Punctuation
1 2 3	D. Handwriting

2. Effective oral communication

Quality	
1 2 3	A. Grammatical construction
1 2 3	B. Pronunciation
1 2 3	C. Enunciation
1 2 3	D. Effective voice projection
1 2 3	E. Fluctuation of voice tone to maintain interest and project enthusiasm
1 2 3	F. Language appropriate to situation

Use this space for comments relative to the strengths and needs of the student teacher, and his/her potential as a member of the profession. (Type if possible.)

Cooperating Teacher

Strengths and potential:

Needs:

Signed _____
Cooperating Teacher Date

Student Teacher

Strengths and potential:

Needs:

Signed _____
Student Teacher Date

University Supervisor

Strengths and potential:

Needs:

Signed _____
University Supervisor Date

0511/OC80